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ABSTRACT

Little research exists on the roles and career intentions of deputy headships in English cities. This paper explores how deputy heads in Sheffield, England, perceive their roles in relation to preparation for the headship. The text describes the national context of primary education in England and Wales and explores the understanding of theories of the primary headteacher and the primary deputy in the United Kingdom. The roles of the primary head, the deputy head, the local context, and the study methodology are all detailed. The research was based on two citywide surveys, as well as interviews, questionnaires, and discussions. The findings highlighted the lack of a robust definition of the role of the primary deputy. The deputy's role is heavily influenced, and ultimately controlled, by the individual headteacher. The role is dependent on the amount of time available for the deputy to undertake responsibilities, and most deputies viewed their positions in mainly operational terms. The results show the need for a clear definition of the deputy head's responsibilities for major areas of school life. These administrators need a personal program for training and development, which is bolstered by a proactive approach to professional development. (Contains 27 references.) (RJM)

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PREPARATION FOR HEADSHIP? THE ROLE OF THE DEPUTY HEAD IN THE PRIMARY SCHOOL

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Bob McGeachie, Sheffield City Council, UK

Paper presented at the
Annual Meeting of the American Educational Research Association
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PREPARATION FOR HEADSHIP?
THE ROLE OF THE DEPUTY HEAD IN THE PRIMARY SCHOOL

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Introduction

The idea for this paper developed from a conversation between the two authors concerning ways to follow up a city-wide survey on deputy headship that had been undertaken in 1996. As far as we were aware, nothing had been published that gave a whole city perspective on the role of the deputy head, and we agreed to collaborate. The original survey had been designed to gain a picture of the job roles of deputy headship in the city and the career intentions of those deputies in order to inform their professional development needs. Up-to-date knowledge of these areas is valuable to the local education authority (LEA) in planning their programme of training and support for school management.

The following year, a group of deputy heads in one area of the city became curious as to how their roles, responsibilities and management time compared with other deputies across the city. They approached the Sheffield Primary Deputy Heads' Management Group which undertook another survey focusing on those aspects in particular.

Although both surveys had been reported within the city, no further work had been undertaken. Here then was an opportunity to draw together the findings and further explore the role of the primary deputy. At the same time our work as trainers with the National Professional Qualification for Headship (NPQH) programme was emphasising the importance of preparation for headship. We therefore decided to follow-up these findings with a selection of interviews, questionnaires and discussions through which we would have the opportunity for some in-depth questioning of some of the issues raised.

The aim of this paper is to explore the deputy heads' perception of their roles in relation to preparation for headship within the context of a national framework for training for headship.

The paper first sets the scene by describing the national context of primary education in England and Wales. It then briefly explores the understandings of the role of the primary headteacher and the primary deputy in the UK. The local context of Sheffield and the methodology used in the research is then described. The findings from the research are then addressed with an exploration of the implications for future training and management development as preparation for headship.

The National Context

In England the compulsory school age is from 5 to 16. All children must receive appropriate full-time education, by regular attendance at school or otherwise, from the

beginning of the school term which follows their fifth birthday. Following the Education Reform Act 1988 the statutory period of education is divided into four Key Stages. Key Stage 1 (age 5 to 7 years), Key Stage 2 (age 7 to 11 years), Key Stage 3 (age 11 to 14 years) and Key Stage 4 (age 14 to 16 years). The research reported in this paper has been conducted within the Primary phase of education which comprises Key Stages 1 and 2.

Most primary schools are supported from public funds and administered by Local Education Authorities (LEAs). Each school has a governing body which comprises representatives of the LEA, the community, the parents and the teaching staff of the school. The headteacher is an ex-officio member but may choose whether to be a full voting member. The governors are responsible for the management, administration and maintenance of the school and the appointment, management, appraisal and dismissal of teachers. In practice much of the day to day management of the school is delegated by the governors to the headteacher and staff, of whom the deputy headteacher is a key member. The deputy head may be the staff representative on the governors or may be present at meetings as an observer. The deputy however has no automatic right either to be a governor or to be present at governor meetings.

Pupils in primary schools are placed in a class according to their age and at the end of each school year they normally progress to the next class. Children are generally taught by year group in mixed ability classes with one teacher in charge of teaching all subjects to a class. In some schools children are organised in mixed age groups, and at Key Stage 2 English and mathematics may be taught in classes divided into groups according to learning ability. Teachers remain with the same class for one year.

The law requires that pupils receive a broad, balanced curriculum, appropriate to their age, abilities, aptitudes and to any special educational needs which they may have. LEAs, governing bodies and headteachers share responsibility for ensuring all children have access to the basic curriculum, which comprises religious education and the National Curriculum: English, mathematics, science, information technology, design technology, history, geography, art, music, physical education. Class teachers are responsible for determining teaching methods and materials for there are no prescribed texts. A continuous assessment of pupils' progress is carried out by teachers. In addition at the end of Key Stage 1 and Key Stage 2 teachers monitor progress against Level Descriptors for each of the National Curriculum subjects. Pupils are also assessed by means of National Curriculum tests in English, mathematics and science. Schools are required to send parents an annual report on their child's progress in each subject.

Almost all deputy headteachers in primary schools are also full time class teachers with all the associated responsibilities and workload which have been briefly described in the preceding paragraphs.

The changing context of the national education scene in the UK has brought about many changes in the way schools are run, and subsequently in the job of the headteacher and other staff.

The Education Reform Act of 1988 heralded a massive culture change in schools with the introduction of 'local management' and the positioning of schools in the marketplace. This introduced 'managerialism' to the smallest primary school and, with the introduction of the National Curriculum, reinforced the concept of accountability within a wider picture of school improvement. Further initiatives, such as the Education (Schools) Act (1992) and the introduction of an inspection framework by the Office for Standards in Education (OFSTED) started to move the focus back towards the major activity of teaching and learning. These major changes had implications for the professional development of those teachers and headteachers whose responsibility was to manage them.

The School Management Task Force (SMTF) reported in 1990. It outlined the many demands that were now made on schools and in particular headteachers and emphasised the need for management training and development. The Report highlighted the primacy of 'on the job' training, with university courses supporting rather than leading this training. At about the same time management competency routes for the training and development of education managers began to develop: a notable example of work undertaken on the proving and improving of competence in the workplace was School Management South. Whilst such initiatives were influential locally, for example, two such competency courses were established for Sheffield heads and deputy heads, they did not lead to a national approach. The success of such courses for deputy heads was heavily reliant on the co-operation of the headteacher. In 1993 the National Commission on Education highlighted the 'ad hoc system of headteacher preparation' (1993, p. 230)

With the formation of the Teacher Training Agency in 1994 the 'ad hoc' nature of the continuing professional development of teachers began to be addressed. Since then, the Agency has developed a framework for the initial training of teachers through to serving headteachers. In 1997 the Teacher Training Agency established the National Standards for Headteachers. The standards 'set out the knowledge, understanding, skills and attributes which relate to the key areas of headship. They define expertise in headship and are designed to serve as the basis for planning the professional development of both aspiring and serving headteachers.' (TTA, 1997). (See Annex 1) These have directly informed the introduction of National Professional Qualification for Headship (NPQH) which is designed to be an entry qualification. The first cohort of participants is currently underway. As the qualification becomes mandatory in 2001, this, together with the National Standards for Headteachers, will have the potential to exert a considerable influence on the roles of both the headteacher and the deputy head. Once headteachers have been appointed to their first post, they become eligible for additional funding to further their professional development for two years under the Headteacher Leadership and Management Programme (HEADLAMP).

The Role of the Primary Head

Although there is a wide range of international literature on the role of the principal and the headteacher of the secondary school, less has been written on the role of the primary

headteacher. Mintzberg's (1973) work establishing three key roles for the manager: Interpersonal, Informational and Decisional has been influential. Hughes' (1985) further categorisation of Leading Professional/Chief Executive in analysis of the role of the headteacher has also been significant. Coulson (1986) applied the two categories specifically to the primary head and opened up the field of research. These studies provided the basis for further exploration and explanation by others. Laws and Dennison (1990; 1991) used the categorisation, and the question of the role has been subsequently tackled by Hellawell (1991), Mortimore and Mortimore (1991), Blease and Lever (1992), Southworth (1995a; 1995b; 1997), Bell and Rhodes (1996), Jirasinghe and Lyons (1996), Webb and Vulliamy (1996), and Pascal and Ribbins (1997). The role of the leading professional, in particular, was discussed by Garrett (1997) in an exploration of leaders and leadership relating to all sectors of education.

There is no doubt that the role of the primary head has developed and continues to further develop away from the traditional parent-figure to that of an extended professional encompassing both the 'chief executive' strand of the operational manager and the 'leading professional' role of the strategic leader. The successful headteacher recognises the interdependence of these roles and is able to balance their needs and demands.

The Deputy Head

The role of the deputy head has received minimal attention in the UK with the exception of research by Reay and Dennison (1990), Helps (1993), Purvis and Dennison (1993), followed by work by Thomas (1996). Ribbins (1997) has further commented, based on work with headteachers.

The Department of Education and Science (DES) defined the management role of the deputy head for the first time in 1984.

The deputy headteacher shall:

> 'play a major role under the overall direction of the headteacher in:
> (a) formulating the aims and objectives of the school;
> (b) establishing the policies through which they shall be achieved;
> (c) managing staff and resources to that end: and
> (d) monitoring progress towards their achievement...'
>
> (DES, 1984, para 34.1)

The role of the deputy head, too, has developed and expanded since the Education Reform Act of 1988, but, within individual schools, it is still heavily dependent on the attitude of the headteacher. Reay and Dennison's research (1990) confirmed this reliance, while Southworth (1995) explored the issues of domination and power in his case-study of Ron and Dave, the head and deputy of a primary school.

> 'Deputies cannot be assistant heads ... unless their headteachers facilitate such a partnership.' (p.141)

West (1992) contributes a useful conceptualisation of the role as:

1. The head's deputy - acting the way the head would
2. A prospective head
3. Assistant Head - the partnership model

(from West, 1992, p.35)

Each of these models relies on some form of active partnership between the head and the deputy, in that they are both working towards a common goal for the school. Indeed, it is well documented (e.g. Mortimore *et al*, 1988; West, 1992; Bell and Rhodes, 1996) that an effective working relationship is a key factor in school effectiveness. However it will be seen from the results of this research that the amount of time given to the performance of the role of deputy head is a crucial contributor to the level of a deputy's involvement.

The Local Context

Sheffield, situated in the north of England, has a population of around 530,000 and is one of the largest cities outside London. Sheffield City Council aims to provide high quality locally based education services. There are 140 primary schools which are organised either as separate infant and junior schools or as 'all-through' primary schools with infant and junior departments. In 60 of these schools, there are attached nursery units. There is no examination or selection process when children move from primary to one of the 25 co-educational secondary schools. Most children attend the local school, for which a catchment area is defined. Each address in the city has a defined catchment area school, giving the child at that address the first right of access to a place at that particular school.

There are some 41,700 children age 5 to 11 years within the 140 Sheffield primary schools. These schools range in size from those with over 600 pupils to those with just over 100. Each school has a headteacher and a deputy headteacher together with teaching staff according to the number of pupils. As with the national picture almost all of the deputy headteachers are also full time class teachers.

The City Council has recognised that in order to provide quality education for the children of Sheffield its schools must be run by well trained and motivated staff. Through the Advisory and Inspection Service a programme of in-service training opportunities have been organised which has included short courses directly targeted at deputy headteachers. The programme of training opportunities has also included those organised by other providers, principally Sheffield Hallam University and a private firm, Develop UK, who organised and ran two National Vocational Qualifications (NVQ) courses in management at levels 4 and 5. In addition all primary schools are grouped into clusters each of about 20 schools and the deputies have been encouraged to meet within these groupings. They have evolved their own management group consisting of two representatives from each cluster. This group organises three major conferences per year, which are financed through an annual subscription. The conferences have become very popular over the years attracting about an 80% turnout on each occasion.

The locally based programme (see Annex 2) has been developed along the lines of the career stages of the deputy head:

- Preparation for
- Entry into
- Development within
- Moving on

(McGeachie, 1995)

The national agenda is about moving deputy heads into headship through the National Professional Qualification for Headship (NPQH) programme, and any course run by an LEA should also meet the national standards. However Sheffield LEA is aware that there is a group of deputy heads who do not see their career moving on into headship. For them, deputy headship will be seen as the end point of their careers. These deputies are therefore unlikely to apply for NPQH training and a question facing LEAs is how best this group can be supported to ensure that deputy headship is seen as a real and fulfilling job in its own right. (Figure 1) It is noted that there are two strands to the role which any training should address: the strategic and the operational. The role of strategic leadership needs to be addressed at the same time as the operational or functional demands of the job. This issue is further explored below. (Figure 1)

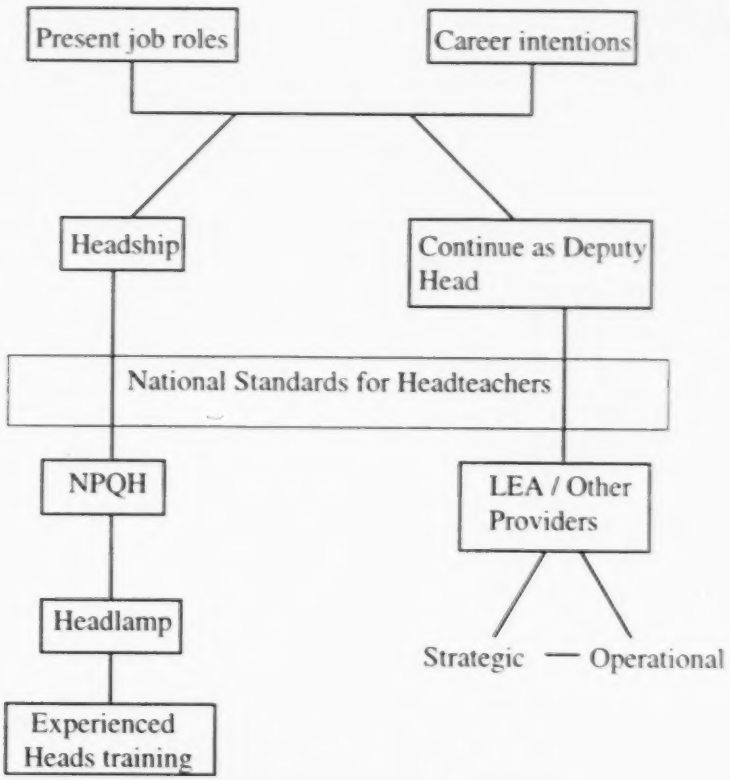

Figure 1: Roles, Career Intentions and Training Routes

The research provided us with some valuable insights into how the problem might be resolved. It not only gave us information about the career intentions of the deputies, but also some understanding of the present roles they undertake in their schools.

Methodology for the Study

As previously described, the research for this study has been based on two city-wide surveys and some follow-up work in the shape of interviews, questionnaires and discussions.

The first survey was carried out in 1996 by McGeachie (Sheffield LEA) who wished to have a wider picture of the profile of deputy heads across the LEA and to find out specifically their professional development needs. He had been instrumental in the setting up of a Primary Deputy Heads' Management Group in Sheffield in 1991, and a continued good relationship enabled him to use the opportunity of a Deputy Heads' Conference to introduce his survey and ensure a high number of returns: 107, representing 73% of the primary schools in the city.

The second survey was carried out the next year by the Deputy Heads' Management Group itself in response to a group of deputies in one area of Sheffield who were curious to know where they stood in relation to their counterparts elsewhere in the city. They were particularly interested in job descriptions and the time allowed for management. This survey was also introduced at a Deputy Heads' Conference and ensured a similarly high response rate to the first: 105 returns.

This data then provided the basis for some follow-up work to explore the preparedness of deputy headteachers for headship. It was decided to approach six headteachers who had been appointed within the last two years from deputy headships in Sheffield, and interview them about their preparation for headship and the consequences of this for the development of their own deputies. These headteachers (3 female; 3 male) were selected to broadly represent each area of the city and each type of school. An additional factor was their interest in this work and their willingness to be involved. In addition, eight deputy heads (5 female; 3 male) from Sheffield who had been accepted for NPQH training, commencing November 1997, were approached to answer a questionnaire relating to their role and the professional development opportunities of which they had taken advantage. This group was self-selected in that they were the Sheffield representatives in one of the author's training groups and had expressed interest in the research. A discussion at a small group meeting of the Sheffield Primary Deputy Heads' Management Group was also invaluable in exploring the experiences and perceptions of individuals who were not part of the NPQH training programme.

In addition to this specific knowledge, both authors work extensively with heads and deputies in the normal course of their work and have been able to use the knowledge and awareness gained from that experience.

The data was analysed to give information on:

- Deputy headship experience
- Career intentions
- Roles and responsibilities
- Training and development opportunities
- Perceptions of future training and development requirements

Main findings

Deputy headship experience and career intentions

48% had been in post for 5 years or less, while a further 27% had been in post for longer than 10 years (1996). 70% of the respondents were female.
44% of those surveyed in 1996 intended to remain as deputies in their present schools.
42% intended to apply for headships (36% within the next two years) with 14% intending to apply for deputy headships in other schools.
All the deputies undertaking NPQH training were either seeking headship, were in an 'acting head' position or had been appointed as head since the training began. They had been deputies for an average of 5.5 years.
The newly appointed heads interviewed had been in post as deputies for periods ranging from 5 to 16 years, an average of 10 years.

The first implication of these findings is that at least 44% of Sheffield's deputies may be 'career deputies', in that they have stated that they are not intending to move on to headship within the foreseeable future. The question arises here as to what is appropriate training for this group. The second implication is that Sheffield LEA has to address how it will meet the potential demand for NPQH training for at least 42% of its primary deputies within the next few years, if their career intentions are not to be frustrated by lack of access to a future mandatory requirement.

It may be too soon to say, and our sample may be too small to draw conclusions, but our NPQH deputies may not spend as much time as deputy heads as our newly appointed heads before moving on to headship.

Roles and responsibilities

In both surveys, the respondents gave descriptions of their roles in their particular schools: one by free choice, the other guided. A total of fifty-two different roles were identified. These were then categorised for the purpose of the reports.

Over 70% of respondents identified the two key roles as those of subject co-ordinator and staff development co-ordinator. Other key roles identified were: working with head as a senior manager; supporting staff and acting as a role model; deputising for head; pastoral care and discipline; communication with staff; working with newly qualified and student teachers; assessment co-ordinator; appraisal co-ordinator; liaison with parents;

finance; attending governors' meetings either as an observer or full member. (See Annex 3)

It can be seen that the majority of deputies take on the role of a subject co-ordinator. This role is one that is not necessarily attached to the specific post of deputy head, but one which almost all teachers in primary schools, particularly small schools, have as part of their normal job description. The fact that it has been identified by so many deputies as part of their role identifies the lack of clarity of the deputy head's role itself. A further indication of this is that some 60% specifically mentioned that a key aspect of deputy headship is that of classteacher whilst others took this as being understood and reflected more on those aspects which would not normally be found within the duties of a classroom teacher.

The identified aspects of the role of deputy head can now be placed within eight broad categories developed from an analysis of the responses. (Figure 2)

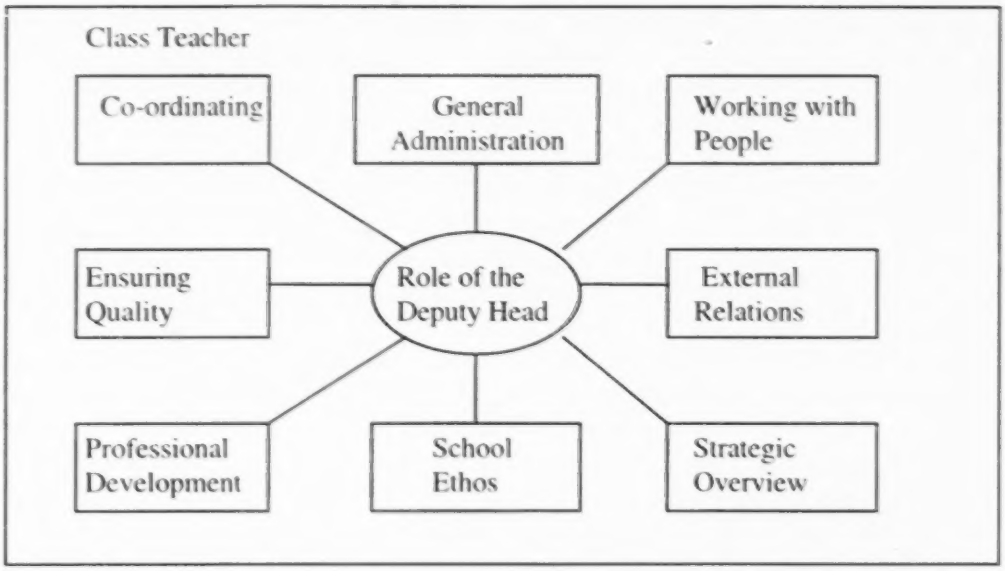

Figure 2

These broad groups can be placed in an order of importance based on the frequency with which their elements were mentioned by respondents:

1. Co-ordinating
2. General Administration
3. Working with People
4. School Ethos
5. External Relations
6. Ensuring Quality .

7. Strategic Overview
8. Professional Development (See Annex 4)

Training and development opportunities

49% of deputies felt they have less then adequate opportunities in their schools to develop their knowledge, skills and abilities. (1996)
60% of deputy heads have a full teaching commitment, only 6% having no formal class responsibility. (1997)
59% have some management time allowed in their timetables, but in many cases only between one and two hours per week. (1997)
66% of deputy heads never have cover for their classes when having to deputise for the headteacher. (1997)
80% of deputies had less than £300 spent on their professional development over the preceding two years. (1996)

These statistics highlight the difficulty deputy heads have in bridging the gap between the rhetoric of a meaningful role and the actual practice of the role of the senior manager and in having the opportunities for both in-school and out-of-school professional development. Two key factors from the survey which affect this are the lack of quality time and sufficient funding. For example, any time deputies are given is not necessarily spent in meetings with the head (who perhaps takes their classes) and is often lost in cases of emergency or staffing crisis. Because of budget constraints, many schools do not buy in additional cover when teachers are absent or ill until at least the third day of absence. In these cases, the classes are covered by the headteacher or another without a full teaching commitment. In discussion, one deputy stated she had not been able to fully use her management time of one hour per week for four months owing to staff absences.

A third key factor emerging from our data is the importance of the headteachers' understanding of the role of the deputy and their willingness and ability to practically support all aspects of this. Almost half of the deputies surveyed in 1996 felt they had less than adequate opportunities within their own schools to further their professional development as deputy heads. This has wide-ranging implications for NPQH training which is reliant on deputy heads having access to in-school opportunities across the full range of leadership and management tasks.

The most cited opportunity from the surveys and follow-up work was the chance to work alongside the headteacher in a whole school role as well as having real responsibility for leading and managing significant areas of school life. These responses were backed up with comments about the need for non-contact time to allow such a method of working. It is no surprise to note that the second most mentioned opportunity was experience as an acting head, either short-term from a few days to a few weeks to cover a head's illness, or on a more long-term basis.

The newly appointed heads all acknowledged the role of their previous heads in providing opportunities for them. 'One in particular ...gave me the push I needed. She gave me a

50% timetable ... and trained me up.' Others appreciated close 'open and honest' relationships with their heads who shared information and involved them in decision making. Three of them had experienced periods of acting headship which gave them the opportunity to attend heads' meetings and training activities and develop a different set of networks. At least one of the heads felt 'I can do this' after one period of acting headship.

It was noticeable that the NPQH deputies were either very experienced managers or were particularly proactive in developing opportunities. 'Getting involved in everything.' 'Asking to be involved in anything ... beneficial to me.' 'Persuading the head to ..... let me take over progressively more of his role under his guidance.'

One of the striking conclusions of the data is the range of experiences of the deputies in Sheffield. While 49% feel they have less than adequate opportunities for professional development, some 14% feel they have *more* than adequate opportunities. A question to be followed up is why, within the same school system, there should be such marked individual differences.

The analysis of this data suggested the development of a four quadrant model of the use of opportunities. The two key elements identified were the availability of opportunities and the attitude of the deputy. (Figure 3).

Opportunities available and given		
High	Head willing - deputy does not make best use of opportunities	Proactive head and deputy Learning Programme partnership
	Few opportunities - deputy unwilling or feels unable to push	Few opportunities but pro-active deputy
Low		*High*

Opportunities sought and taken

Figure 3

There is an interesting issue here about the responsibility for professional development delivered out of school. Who should provide the opportunities? Primary schools do not have large budgets and have little money available for the development of an individual.

Much of that provision will be in the form of courses organised by the LEA. On the other hand at least half of the newly appointed heads have undertaken external courses and/or higher degrees to further their professional development. In the secondary sector, it would be far more unusual to find a newly appointed head who did not have a higher degree, or was in the process of studying for one.

Future training and development requirements

In a non-guided response to this question, 67% identified Finance as the area in which they would like some management training. (1996) This was by far the most popular choice. Others mentioned in the top six choices were School Development Planning, Time and Stress Management, IT Training, Target-Setting and Benchmarking and The Law and Schools.

Two of the newly appointed heads also cited Finance as an area in which management training would have been helpful.

Each of these areas identified as requirements for future training and development can be termed as operational in nature. It should be noted that a number of deputies (and some heads) still feel the need for support in the areas of Finance, School Development Planning and IT Training which were components of the 1988 Education Reform Act. Target-Setting and Benchmarking is high on the national agenda at present so there is a need for information. The stated need for Time and Stress Management implies some recognition of the difficulties of the job of deputy headship, in particular the lack of clarity of the role and the lack of time to fulfil its demands.

It could be argued that the use of the words 'training requirements' in the surveys implies information-giving and skills enhancement. However, if these replies are considered in the context of the stated roles and responsibilities of the deputies, it can be seen that there is a tendency for deputies with little management time available to take on the operational aspects of the management role, maybe because they are more easily understood. It is left to the head to take on the task of strategic development. Budget constraints and the consequent lack of non-teaching time for deputies can mean there is an absence of a meaningful management partnership between head and deputy and a lack of opportunity to focus on issues of a strategic rather than an operational nature.

There are however some exceptions to this pattern. One deputy reported that her head gave a high profile to the role of deputy and had developed with her a 'programme of learning' to enable her to become a headteacher. She was fortunate in that a third of her week could be devoted to management; if the budget allowed, this was to be increased to half next year.

Conclusion

The key findings from our research highlighted the lack of a robust definition of the role of the primary deputy. It was noted that:

- There is considerable lack of clarity about the role.
- The deputy's role is heavily influenced, and ultimately controlled, by the individual headteacher.
- The role is dependent on the amount of time available for the deputy to undertake responsibilities. Factors contributing to this are the spending decisions made by governing bodies, and the small size of some primary schools.
- Most deputies thought of their role in mainly operational terms; very few were able to develop a more strategic perspective.
- The NPQH deputies and those heads recently appointed had all sought out and taken opportunities to extend their roles.

The NPQH framework has heightened awareness of the role of the deputy head in general, and, particularly, in relation to training for headship and whole school strategic thinking. However, there are some issues to be addressed in relation to the specific position of deputy heads in the primary sector. Early indications suggest that the primary deputy may be disadvantaged within this training programme. Many do not appear to have the same level of knowledge and experience as many of the deputies from the secondary sector. Nor do they generally have the same opportunities for gaining this experience and indeed for undertaking the extensive range of work connected with the training. There is an important question to be asked in this respect: how can opportunities be developed for the NPQH deputies to put their thinking into practice?

It must also be recognised that there are a number of deputy heads who do not intend to become headteachers; how can their thinking be developed so that they may contribute to a meaningful partnership with their heads? This is a key issue for LEAs to consider in their support for school improvement.

In order to answer these questions and address the key points from the research, it should be noted that in-school development opportunities, and external training courses, should meet both strategic and operational needs.

The results of this research and an effect of the new NPQH qualification is that it has focused attention on the need for primary deputies to have an entitlement framework of:

- a clear definition of a role with full responsibility for major areas of school life,
- real opportunities to undertake such a senior leadership role,
- a personal programme for training and development,

underpinned by a proactive approach to their own professional development.

Our research indicates that few, if any, of these factors are present in most primary deputies' situations. These factors taken together provide a real learning framework for deputies, not only to prepare them for headship, but also to fulfil the needs of those who see deputy headship as a career in itself. This will not only benefit deputies in terms of their professional development and job satisfaction, but also maximise their contribution to the effective management of the school to ensure high quality education. Although this

particular research took place in Sheffield, our experience of working as NPQH trainers across the region and our frequent interactions with other academics and education officers on these issues suggests that this situation is replicated in many other areas. The challenge now is for the local education authorities and headteachers to use this framework to address the issues of deputy headship in the primary school and ensure that the role is clarified into a real and purposeful one in practice.

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ANNEX 1

National Standards for Headship

The key areas of headship are defined as:

A Strategic direction and development of the school
B Teaching and learning
C Leading and managing staff
D Efficient and effective deployment of staff and resources
E Accountability

The skills and attributes that a headteacher is expected to apply to each of these areas are:

- Leadership skills, attributes and professional competence: the ability to lead and manage people to work as individuals and as a team towards a common goal.
- Decision making skills: the ability to investigate, solve problems and make decisions.
- Communication skills: the ability to make points clearly and understand the views of others.
- Self-management: the ability to plan time effectively and to organise oneself well.

Teacher Training Agency (1997)

ANNEX 2

The Sheffield Management Development Programme for Deputy Headteachers

The principles which the Advisory and Inspection service adopted in constructing its management development programme were:

- all staff have management development requirements
- staff at different points in their careers will require particular training and development opportunities
- training and development opportunities should :
  - reflect the fact that schools are educational institutions which need to be managed in a professional and accountable manner
  - help participants better undertake what they have to do now and help prepare them for what they might need to do in the future

In 1996 the following programme was offered for Deputy Headteachers :

Preparation for :

- Preparation for deputy headship (2.5 days)

Entry into:

- Induction course for new deputy headteachers (2.5 days)
- Induction course for new deputy headteachers

Development within :

- Deputy discussion groups "What would you do ?" (6 x 3 hours each)
- The effective deputy head (2 days)
- Working within a team: roles and responsibilities (1 day)
- Ways of improving time management (0.5 day)
- Leading effective meetings (0.5 day)
- Developing your school environment (1 day)
- 'It takes two to tango': Developing working relationships between head and deputy head. (1 day)
- Monitoring standards of achievement in primary schools. (1 day)
- Using achievement data to reflect on teaching and learning in Key Stages 1 and 2 (1 day)
- National Vocational Qualification in Management (MCI) Level 4 (1 year)
- National Vocational Qualification in Management (MCI) Level 5 (1 year)
- Deputy heads termly conference (3 x 1 day)

Moving on :

Preparation for Headship (3 days)

ANNEX 3

1996 Survey

1. Curriculum/Subject Co-ordinator	72%
2. INSET/Staff Development Co-ordinator	71%
3. Working with Head as senior manager	45%
4. Supporting staff and acting as role model	30%
5. Deputising for Head	27%
6. Pastoral care and discipline	25%
7. Communication with staff	24%
8. Working with newly qualified and student teachers	20%
9. Year Group Co-ordinator	17%
10.=Assessment	15%
Appraisal	15%
Liaison with parents	15%

1997 Survey

1. Subject Co-ordinator	73%
2. INSET Co-ordinator	72%
3. GEST Budget Co-ordinator	66%
4. Appraisal	57%
5. Governor (full member of governing body)	46%
6. Finance	31%
7. Assessment	30%
8. Curriculum Development	25%
9. Student teachers	21%
10.Governor (observer of governing body)	18%

ANNEX 4

The roles as defined by Deputy Heads listed under the eight broad categories

Co-ordinating

- Special educational needs co-ordination
- In-service training co-ordination
- Appraisal co-ordination
- Staff co-ordination
- Curriculum co-ordination
- Assessment co-ordination
- Early Years co-ordination
- Newly Qualified Teacher co-ordination
- Subject co-ordination
- Student (work experience) co-ordination
- Child Protection co-ordination
- Year group co-ordination
- Planning co-ordination

General Administration

- Order and audit resources
- General dogsbody
- Health and Safety
- Day to day routine and organisation
- Finance
- Duty rotas / timetabling
- Picking up the pieces of what the headteacher starts
- Repairs and maintenance
- Fund-raising

Working with People

- Staff morale
- Personnel issues
- Student mentor
- Staff / headteacher support
- Communications with all staff
- Help staff implement new initiatives
- Staff counselling

School Ethos

- Assemblies
- Discipline
- Promoting a positive school ethos

- Pastoral care
- Role model for staff and pupils
- Behaviour management implementation

External Relations

- Liaison with other schools and services
- Working with parents
- Linking with the community
- Raising the school profile

Ensuring Quality

- Quality assurance function in school
- Monitor all developments in school
- Target setting

Strategic Overview

- Working with headteacher as senior manager
- Deputise for the head
- Working with governors
- School development planning
- School improvement initiatives
- School overview - preparing for inspection

Professional Development

- Leading staff meetings and training days
- Staff development

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